



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

650 E. Wilcox Drive, Sierra Vista, AZ 85635

Cochise Private Industry Council

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05 Performing  
2003-04 N/A  
2002-03 N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Dr. Linda Lee Denno  
Schedule : 07:00 AM to 05:30 PM  
Grades : K-4  
2005 Enrollment : 62  
Web Address : www.cas-schools.com  
Phone Number : (520) 458-4200  
Fax Number : (520) 458-1409  
E-mail : ldenno@cpic-cas.org

### Mission

The mission of CAS is to teach basic skills through a rigorous, research-based curriculum. Research demonstrates that children who read at grade level by the third grade have the greatest chance of succeeding throughout the rest of their academic career and are more likely to graduate from high school. CAS Elementary promotes a secure academic environment conducive to learning where students become proficient in literacy and math skills and in the requirements of responsible citizenship.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05 Met  
2003-04 N/A  
2002-03 N/A

#### School Improvement Status (b)

2004-05 N/A  
2003-04 N/A  
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü All children will read at or above grade level by the end of the third grade. To reach this goal, a heavy emphasis is placed on literacy skills from kindergarten through successive grades.
- ü All children will become proficient in writing, and will attain the skills necessary to perform at or above grade level in writing by the third grade.
- ü All children will become proficient in basic computational skills. By the third grade, all students will have command of basic math skills, i.e., addition, subtraction, multiplication, and division.
- ü All students will learn and practice the requirements of good citizenship, including taking responsibility for their own actions, respect for others, personal integrity, and an appreciation of the U.S. and the principles on which it was based.

### Enrollment

October 1, 2004 School Year Student Enrollment : 40  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2004-05 : 62

## Instructional Programs

- Ü Full-Day, Tuition Free Kindergarten
- Ü Saxon Phonics and Spelling
- Ü Saxon Mathematics
- Ü Mobile MacIntosh Computer Lab
- Ü Special Education Services
- Ü Before/After Care Program

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/10/2005
Last Day of School :	5/26/2006

## Shared Responsibilities

## School

Our school has a responsibility to parents to keep them regularly informed of the academic, developmental, and social progress their children are making; to inform them immediately of any difficulties or areas of concern; to provide them with opportunities to become involved in the school and in the education of their children; and to be open and available for parents who wish to discuss questions, concerns, or other matters relating to their children's education and well-being.

## Parents

Parents have a responsibility to insure that their children come to school regularly, on time, well-nourished, prepared for class and with high expectations. Parents have a responsibility to communicate any problems or concerns regarding their children to the school. Parents have a responsibility to be supportive and enthusiastic about their children's education, and to engender in their children respect for school personnel, school rules and regulations and school property.

## Transportation Policy

CAS Elementary provides, at the school's unreimbursed expense, transportation to and from school for any child who requests transportation.

## School Honors

## Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Outstanding Teacher Award	2002

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

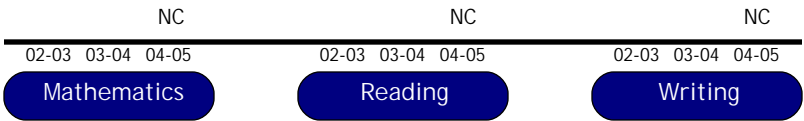
## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	28	79306	NC	100	99	NC	450	445	NC	8	10	NC	19	18	NC	54	51	NC	19	20
All Students (Prior Year)	--	22	75509	--	100	100	--	511	521	--	0	13	--	50	23	--	0	33	--	50	31
Female	NC	15	38691	NC	100	99	NC	448	446	NC	13	10	NC	20	18	NC	40	52	NC	27	20
Male	NC	13	40583	NC	100	99	NC	453	445	NC	0	11	NC	18	18	NC	73	50	NC	9	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	NC	24	32869	NC	100	99	NC	451	429	NC	9	15	NC	17	25	NC	57	51	NC	17	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	NC	NC	36197	NC	NC	99	NC	NC	463	NC	NC	5	NC	NC	11	NC	NC	53	NC	NC	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	NC	26	69060	NC	93	98	NC	453	454	NC	8	7	NC	16	17	NC	56	54	NC	20	22
Limited English Proficient Students	--	11	15509	--	100	100	--	454	406	--	11	20	--	6	30	--	67	45	--	17	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	23	39415	NC	100	96	NC	448	431	NC	9	15	NC	18	25	NC	59	50	NC	14	10
Non-Economically Disadvantaged	NC	NC	39966	NC	NC	100	NC	NC	459	NC	NC	6	NC	NC	12	NC	NC	52	NC	NC	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	28	79395	NC	0	99	NC	431	446	NC	15	9	NC	38	25	NC	42	55	NC	4	11
All Students (Prior Year)	--	22	75492	--	100	100	--	527	519	--	0	12	--	0	16	--	100	47	--	0	24
Female	NC	15	38743	NC	0	100	NC	439	451	NC	13	7	NC	33	24	NC	47	57	NC	7	12
Male	NC	13	40618	NC	0	99	NC	421	440	NC	18	11	NC	45	27	NC	36	53	NC	0	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	NC	24	32915	NC	0	99	NC	427	426	NC	13	15	NC	43	35	NC	43	47	NC	0	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	NC	NC	36221	NC	NC	99	NC	NC	465	NC	NC	4	NC	NC	15	NC	NC	63	NC	NC	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	NC	26	69139	NC	0	99	NC	434	454	NC	12	7	NC	40	24	NC	44	58	NC	4	11
Limited English Proficient Students	--	11	15545	--	0	100	--	423	399	--	17	21	--	44	42	--	39	35	--	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	23	39484	NC	0	96	NC	420	429	NC	18	14	NC	45	35	NC	36	47	NC	0	4
Non-Economically Disadvantaged	NC	NC	39986	NC	NC	100	NC	NC	461	NC	NC	4	NC	NC	16	NC	NC	63	NC	NC	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	28	78869	NC	100	99	NC	433	442	NC	0	6	NC	35	21	NC	62	63	NC	4	10
All Students (Prior Year)	--	22	75053	--	100	99	--	584	597	--	0	7	--	50	12	--	50	72	--	0	9
Female	NC	15	38536	NC	100	99	NC	444	458	NC	0	4	NC	27	15	NC	67	67	NC	7	14
Male	NC	13	40302	NC	100	99	NC	417	428	NC	0	8	NC	45	26	NC	55	60	NC	0	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	NC	24	32606	NC	100	98	NC	432	426	NC	0	8	NC	35	27	NC	61	60	NC	4	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	NC	NC	36078	NC	NC	99	NC	NC	459	NC	NC	4	NC	NC	16	NC	NC	66	NC	NC	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	NC	26	68697	NC	93	98	NC	436	454	NC	0	4	NC	32	18	NC	64	67	NC	4	11
Limited English Proficient Students	--	11	15339	--	100	100	--	422	399	--	0	11	--	44	31	--	50	54	--	6	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	23	39106	NC	100	95	NC	423	427	NC	0	8	NC	41	28	NC	55	59	NC	5	5
Non-Economically Disadvantaged	NC	NC	39837	NC	NC	100	NC	NC	457	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

## ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

### Glossary:

#### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

#### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

#### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

#### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

#### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	30	50	--	--	NA	58	NC	NC	39	47
	Language	--	--	12	43	--	--	NA	50	NC	NC	59	47
	Mathematics	--	--	44	57	--	--	NA	64	NC	NC	49	50
3	Reading	--	--	23	47	--	--	NA	55	NC	NC	35	44
	Language	--	--	32	54	--	--	NA	61	NC	NC	39	44
	Mathematics	--	--	43	54	--	--	NA	61	NC	NC	54	51
4	Reading	--	--	10	52	--	--	NA	56	--	--	31	48
	Language	--	--	17	48	--	--	NA	52	--	--	32	49
	Mathematics	--	--	27	57	--	--	NA	61	--	--	38	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (- -) to indicate "no data available."

## School Site Council

## Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

## Council Duties

- Ü Planning process for new elem. school.
- Ü Curriculum planning and development.
- Ü NCLB regulations, programs, and reports.
- Ü Long-term planning for new site

## Staffing Information for School Year 2005-06

## Position

## Number

## Position

## Number

Administrator

1.00

Teacher

4.00

Other Professional Staff

.00

Teacher Aide

1.50

## Years of Teaching Experience for School Year 2005-06

## Experience

## Bachelor's

## Master's

## Doctorate

## Other

3 or fewer years

0

1

0

0

4 to 6 years

2

0

0

0

7 to 9 years

1

0

0

0

10 or more years

0

0

0

0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.

30

Teachers with Emergency Certificaton.

0

Percent of teachers in the school with Emergency/Provisional Certification

0%

Percent of core classes not taught by Highly Qualified Teachers

0%

## Resources Available at School Site

## Special Facilities

Ü MacIntosh Mobile Computer Lab

Ü Reading Room/Librany

## Extracurricular Activities

Ü Extended Before and After School Care

## Social Services

Ü Before/After Care Program

## Indicators of Success Based on Historical Data from 2004-05

## School Achievements/Accomplishments 2004-05

- ü CAS Elementary is a relatively new school, but CAS students have already scored well above the state averages on Terra Nova and AIMS.

## Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	91	95	94	95
Transfers Out Rates <sup>5</sup>	33	12	12	17
Transfers In Rate <sup>6</sup>	70	28	28	37
Stability Rate <sup>7</sup>	66	87	87	82
Promotion Rate <sup>8</sup>	94	96	95	81
Retention Rate <sup>9</sup>	5	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).



## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our school promotes a safe and healthy learning environment by insuring that all students understand that they are responsible for their own behavior and must accept the consequences of that behavior. We encourage respect for others and for the learning process by insisting that no student engage in activities that disturb, harm, or otherwise interfere with the learning environment.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Dr. Linda Denno	(520) 458-4200
Transportation Policy	Dr. Linda Denno	(520) 458-4200
Community Resources	Danielle Fraiser	(520) 458-4200
School Nutrition Programs	Marcela Munguia	(520) 364-2616
Parent Organization	Yvonne Urias	(520) 458-4200
Student Health/Nurse	Minnie Encinas	(520) 458-4200

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

## DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

## Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

## Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

## Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

## Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

## Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.